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ABSTRACT

GRADES OR AGES: Elementary. SUBJECT MATTER: English Language, Oral Usage. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains seven sections; 1) introduction; 2) position statement; 3) objectives; 4) implementation; 5) use of scope and sequence; 6) suggested activities for oral usage drill; and 7) bibliography. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Overall objectives are set out in section 3. The greater part of the guide is devoted to suggested activities, and for each activity information is given on purpose, players, materials, directions, adaptations, and cautions. INSTRUCTIONAL MATERIALS: Details are given of any materials needed for each activity. There is also an 8-item bibliography. STUDENT ASSESSMENT: None. (MBM)

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ORAL USAGE GUIDE

BLOOMINGTON ELEMENTARY SCHOOLS

Bloomington, Minnesota

November, 1968

SP001359

This guide for the teaching of oral language usage in the elementary schools was written during the summer of 1968 by a subcommittee of Special Project #61, English Language Program Sequence. Tentative in nature, it is intended to provide ideas and directions for elementary teachers as an experiment in approaching usage drill in the manner that seems at this time to be most promising. It is expected that extensive revision of the guide will eventually result from classroom trial.

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Bloomington, Minnesota

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INTRODUCTION

The teaching of usage has always presented a number of thorny problems. In the past, solutions to these problems were less difficult when arbitrary lines were drawn between "correct" and "incorrect" usage patterns. Forms of "correct" usage were prescriptively taught even though there was little evidence permanent change had taken place in the speech patterns of students outside the classroom. In time linguists began investigating the language Americans actually used and concluded that the basis of acceptability lay not with 18th century lexicographers but with the spoken language itself. The idea arose that language change is both inevitable and desirable; and that the systematic features of speech termed "non-grammatical" were but changes in the language or deviations from a standard dialect.

Linguists presently discuss usage in terms of dialect. A country as large as our own produces many dialects, both regional and socioeconomic. Standard American English, however, is the language most often spoken--with some regional variations--by most of the educated English--speaking people in America.

Thus, current definitions of usage are much like the following:

> "Good English is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to the speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed but changes with the organic life of language."
>
> --Robert Pooley

> "Good English is that which most effectively accomplishes the purpose of the speaker."
>
> --Neil Postman

These definitions facilitate the work of the linguist and lexicographer but place the teachers of English in a most uncomfortable position. Questions obviously arise such as: Should usage be taught at all? If so, why and where? If taught, what methods are practical and successful?

The members of the writing committee discussed these questions at length, read as much of the pertinent current literature as possible, and finally assumed the following position.

II. Position Statement

A. Because most linguists agree there are varying levels of usage and that these levels fall into broad categories of standard and non-standard English, teachers must make children aware of their need for competency in the standard English dialect.

Children need to acquire a use of the standard dialect not because it is more correct or superior, but because the lack of it can seriously hinder their progress. Their lack of command of standard English results both in learning disabilities and career handicaps. This is the dialect used in most textbooks, by most forms of mass media, by most educated people, and it still operates to preserve social class distinction. Children must not be denied the opportunity to make their own choices.

B. We must help children acquire standard English usage without making them ashamed of their own way of speaking.

Walter Loban, a distinguished authority in American dialects, has this to say:

> "To deal with such a problem in schools requires sound knowledge, humane values and great delicacy, for nothing less than human dignity and the pupil's self image are at stake."

Classroom atmosphere is extremely important to the establishment of desirable usage habits. Because a student's speech is an essential part of his personality, every precaution should be taken to insure respect for his individuality and to prevent embarrassment. Rejection of a child's language patterns may produce undesirable psychological effects that would soon become apparent by his decreased enthusiasm both for language and learning in general. In a warm, relaxed classroom climate, students feel free to speak and accept peer criticism.

C. Because past methodology with regard to usage instruction has been unsuccessful, we must promote early and continuous training in standard English speech with emphasis on aural-oral language experiences.

Because language patterns are not fully developed nor as deeply entrenched in the primary school child, it is obvious why a program of oral usage must begin early. However, it is not effective unless the program is developmental and sequential. We have therefore provided a grade-level sequence of those items identified as being non-standard within the Bloomington area.

In addition, we feel it is necessary to change methodology somewhat to promote success. The continued use of worksheets is both tedious and irrelevant as a method for changing oral speech patterns. We recommend, instead, the continual use of listening and speaking exercises designed to be creative and enjoyable.

Loban comments "The addition of standard dialect is much more possible through instruction where drill and directed

efforts are oral and where they are not separated or long separated from language used to express ideas, attitudes and values of genuine concern to the learner."

D. Because the elementary teacher is so aware of the child's personality development and is in the key position for such instruction, the bulk of oral usage should be taught in the elementary school.

The elementary teacher has long dealt more directly with children than with subject matter. We know she is concerned with their ultimate well-being, and knowledgeable about their language development. The informal atmosphere of the self-contained classroom and the child's identification with one teacher lend themsleves beautifully to this purpose.

III. Objectives

A. To accept and respect the child's speech patterns, since they are an integral part of his individuality and personality.

B. To understand that there is an appropriate spoken language determined by circumstances and suitable to the place, time, and people involved.

C. To develop the pupils' auditory discrimination so that the resulting mastery of listening skills may be effectively used as an aid in acquisition of the standard dialect.

D. To instill recognition of and respect for the prevailing linguistic differences in English speech.

E. To identify and understand the need for each child to have the opportunity to acquire a knowledge of standard English for the broader access to community life and the surer chance of economic success that this can bring him.

IV. Implementation

A. Primary Grades

During the primary grades, the emphasis should be upon the child's using his own language as a means for speaking, writing, thinking, imagining and exploring. Thus the language drills should be treated as games and, in doing so, the many listening and speaking experiences will do a great deal to promote standard usage development.

Any suggestions of "correct" or "incorrect" may simply confuse the child and cause him to speak less often.

B. Intermediate Grades

At this level there should be increasing emphasis on the standard dialect. The dialogues and imitations, as used in the primary grades, should continue but these children can also take part in skits, reading plays aloud, choral readings, puppet shows, etc. Perhaps language labs in the resource center, utilizing tapes in different English dialects--Scotch, Australian, "Beattle-language," Appalachian, etc., would be fun, and certainly beneficial for the upper-grade child.

In the fifth or sixth grade, children can begin to understand the facts of social discrimination. They need to understand the values of learning standard English and the resulting social consequences if they do not. Again, however, stress should <u>not</u> be placed on the inferiority of sub-standard speech patterns. Children simply should understand that there are different American dialects and society has chosen one to use most often.

V. USE OF SCOPE AND SEQUENCE

The words alphabetically listed on the following usage chart have been identified as common usage problems in Bloomington and are the words or word forms recommended for concentrated teaching. In analyzing the daily writing program, the committee determined that in most cases some problem constructions occur more frequently than others at certain grade levels. Although the chart reflects that emphasis, the classroom situation may require that specific attention be paid to a given construction at some time other than the chart suggests. Since continual reinforcement is essential to change oral usage patterns, there is no reason why certain exercises should not be used a number of times.

It is expected, also, that the teacher will not only improve on many exercises in carrying them out, but will also be improvising interesting variations on the theme.

The following key explains the abbreviated entries on the sequence chart:

M - MENTION

The construction should not be specifically taught at this grade level, but if it is repeatedly misused--in speech and writing--it should certainly be given attention.

I - INTRODUCTION

The construction should be formally introduced and emphasized.

R - REVIEW

The construction has been introduced and taught and should be reviewed.

E - EMPHASIS

Considerable time should be spent on the relevant activities if the students are frequently misusing the construction.

USAGE	LEVELS							
	K	1	2	3	4	5	6	
A, an	M	M	I-E	R	M	M	M.	Page . . 13
Begin, began, (have) begun	M	M	M	M	I-E	R	R.	. . 25
Break, broke, (have) broken	M	M	M	M	M	I-E	R.	. . 20
Bring, brought, (have) brought	M	M	M	M	I-E	R	M.	. . 13
Bring, take	M	M	M	M	M	M	I-E	. . 13
Buy, bought, have bought	M	M	M	I-E	R	M	M.	. . 12,15
Came, come (have) come	M	I-E	R	M	M	M	M.	. . 11
Choose, chose, (have) chosen	M	M	M	M	M	M	I-E	. . 20
Do, did, (have) done	M	I-E	R	M	M	M	M.	. . 11,15
Don't, doesn't	M	M	M	M	I-E	R	M.	. . 21
Double negative (haven't no, haven't any)	M	M	M	I-E	R	R	R.	. . 10,11,16
Double subject (John, he)	M	M	M	M	I-E	R	M.	. . 13
Drive, drove, (have) driven	M	M	M	M	M	M	I-E	. . 20
Eat, ate (have) eaten	M	M	I-E	R	M	M	M.	. . 20
Freeze, froze, (have) frozen	M	M	M	M	M	M	I-E	. . 20
Give, gave, (have) given	M	I-E	R	M	M	M	M.	. . 11,12,20
Get, got	I-E	E	R	M	M	M	M.	. . 24
Go, went, (have) gone	M	I-E	R	R	M	M	M.	. . 11

USAGE	LEVELS								
	K	1	2	3	4	5	6		Page
Good, well	M	M	M	M	I-E	R	R.	. .	17,21,25
Grow, grew, (have) grown	M	M	M	M	I-E	R	M.	. .	24,22
Have, has (helping words)	M	M	M	I-E	R	M	M.	. .	13,23
I, me	M	M	M	I-E	R	R	R.	. .	10,11
Is, are, isn't, aren't, ain't	M	M	I-E	E	R	R	R.	. .	16,17,18, 22,23
Learn, teach	M	M	M	I-E	R	M	M.	. .	24
Naming self last	I-E	E	E	R	R	M	M.	. .	10,21
Pronoun forms (subject, object)	M	M	M	M	M	I-E	E.	. .	21,22
Ride, rode, (had) ridden	M	M	M	M	M	I-E	R.	. .	22
Ring, rang, (had) rung	M	M	M	M	I-E	R	M.	. .	24
Run, ran, (had) run	M	M	I-E	R	M	M	M.	. .	24
See, saw, (have) seen	M	I-E	E	R	R	M	M.	. .	15
Steal, stole, (have) stolen	M	M	M	M	M	M	I-E	. .	24
Take, took, (have) taken	M	M	M	I-E	R	M	M.	. .	20
"That there, this here"	M	M	M	I-E	E	R	R.	. .	18
This, that, these, those, them	M	M	M	I-E	E	R	R.	. .	18

USAGE	LEVELS								
	K	1	2	3	4	5	6		
									Page
Was, were, wasn't, weren't	M	I-E	R	R	M	M	M.	. .	14,16,21
Won, beat	M	M	I-E	R	M	M	M.	. .	21,22
Write, wrote, (have) written	M	M	I-E	R	M	M	M.	. .	24

VI. SUGGESTED ACTIVITIES IN ORAL USAGE

AFTER YOU, SIR

(Group Quiet - Dramatization)

PURPOSE: To teach a child to place the pronoun referring to himself last in a series

PLAYERS: Group or class

MATERIALS: None

DIRECTIONS: Non-standard speech such as the oft-heard "Me and my brother" may be corrected by the following type of dialogue:

TEACHER: Let's pretend that all of you went to a circus last week with friends or relatives. Tell us with whom you went, Mary.

MARY: Mother and I went.

TEACHER: John--

JOHN: Uncle Ben, Aunt Susie, and I went.

Help the children to recognize this as standard English usage. The politeness of one's putting himself last could be discussed also.

ADAPTATIONS: A visit to a farm, a plane trip, and collecting for UNICEF are other ideas that may be used.

CAUTIONS: Use discretion in correcting a child at times other than when playing this game. If, for example, he reverts to "me and Alice" in narrating an incident, let the mistake go by rather than interrupt the thread of his story. Later call his attention to it in private conversation.

I HAVEN'T ANY

(Group Quiet - Dramatization)

PURPOSE: To establish "haven't any" for "ain't got none" and "haven't got none"

PLAYERS: Class or small group

MATERIALS: None

DIRECTIONS: One child pretends he is a caretaker at a zoo, but he cares for one kind of animal only. Other children try to guess what animals he has in his care.

QUESTION: Have you any lions?

ANSWER: I haven't any lions.

Q: Have you any monkeys?

A: I haven't any monkeys.

Q: Have you any bears?

A: Yes, I have some bears.

The correct guesser is the next one to be "it."

ADAPTATIONS: Toys or other objects could be guessed.

CAUTIONS: Let the children know that the game is being played to help them use the standard expression.

SAY IT YOUR WAY

(Group Quiet)

PURPOSE: To provide experiences in saying the same thing in different ways: avoiding double negatives.

PLAYERS: Group of six or eight

MATERIALS: Mounted pictures, one per child; each picture of an object has one missing part, for example, "The flowers have no leaves," and "The flowers haven't any leaves."
Each child places his picture on the chalk tray as he tells about it.

ADAPTATIONS:
(1) Pictures may be projected on a screen, using an opaque projector.
(2) Each child may bring a picture to use during the game.
(3) Children may draw their own pictures.

CAUTIONS:
(1) This game should emphasize the importance of clear enunciation - "Please speak very clearly."
(2) Many children in their first primary year could profit from playing this game, but it should not be expected that all the children will be able to participate actively. Less mature children will profit from listening if they are interested.

WHO DID IT?

(Active Group)

PURPOSE: To provide oral practice in using correct verb form: did in place of done.

PLAYERS: Class or group

MATERIALS: None

DIRECTIONS: One child, chosen to be "it," is blindfolded. Another child is selected to be the first "pointer." The pointer points to a child to come up and touch "it."

"IT": Someone touched me.
POINTER: Who did it?
"IT": Mary did it.
POINTER: No, Mary didn't do it.
"IT": John did it.

The game continues until "it" guesses the child who touched him. Both "it" and the pointer choose other children to take their places and the game continues.

ADAPTATIONS:
(1) Guessing chances may be limited to five turns.
(2) Other words such as went and gone, come and came, or give and gave should be adapted for use with this game

CAUTIONS:
(1) The teacher probably should be the first pointer in order to make the game better understood.
(2) Seating may be rearranged so that the children are not at their own desks.

MAY I?

(Active Group)

PURPOSE: To teach standard use of "May I" (not "Can I")
PLAYERS: Group of five to eight
MATERIALS: None
DIRECTIONS: One child is chosen to be the engineer of a freight train. The engineer says, "I need some cars from my train." Children respond by asking, for example, "May I be a cattle car?," each child naming a different kind of car. When each has chosen a car, the players take their places in line behind the engineer and march around the room.
ADAPTATIONS: Each may name a car on a passenger train.
CAUTIONS: Use this game sparingly to avoid loss of interest.

PASS THE BOOK

(Active Group)

PURPOSE: To provide practice in using give and gave
PLAYERS: Group of from six to twelve
MATERIALS: A book or some other object
DIRECTIONS: The use of the words give and gave is explained. The teacher then says, for example, "Mary, please give me the book that is on the table." The teacher then passes the book to Tom, saying, "Mary gave me the book. I will give it to you. Please give it to Jane." As the book is passed around the group, each child gives this information to the one to whom he passes it. The teacher keeps a record so that the game may be played at a later time with those who need extra practice.
ADAPTATIONS: The game may be adapted to meet needs for practice with saw-seen, come-came, went-gone, did-done, etc.
CAUTIONS: This game should be played for only a short period of time and only with the children who have difficulty using give and gave in the standard form.

MONEY, MONEY

PROBLEM: "buy, bought"

A penny, a nickel, a dime, a quarter--just showing them will often provoke conversation. The names of the pieces, what they will buy, what we do with them at the store, at the bank, and so on, are all topics for conversations. Practice role-playing situations acting out buying things in a store.

THREE SHIPS

PROBLEM: "helping verbs"

Cut three ships from colored paper and label each with a helping verb. For an unusual Columbus Day activity, ask pupils to make up sentences using one of the words on the ships. The word must be in standard usage in order to keep the ship afloat. If the helping verb is sub-standard, the ship sinks and another pupil makes it sail again to reach the New World.

HELPING WORDS

PROBLEM: "helping verbs"

Make several large flash cards with the principal helping words, "has," "had," and "have," printed on each. Also make several blanks. Divide the class into small groups, according to children's difficulty with verbs. Give each group a list of five or more verbs on which they need work, such as those verbs with irregular forms. One member from each group draws a card. His group must write a sentence using the first verb with the helper selected. If a blank card is drawn, the verb is used in the past tense without a helper. Draw one card for each verb and repeat if desired.

SIMON SAYS

PROBLEM: "use of a and an"

Use the game "Simon Says" to drill on the proper use of "a" and "an" before nouns. Have the nouns selected and listed in advance, so the game can go fast.

PROBLEM: "my brother, he..."

The teacher asks each child to think of something he or she could tell about a brother, sister, or some member of the class. She asks the class to think through what they are going to say, and to avoid using "he" or "she."

Each child then turns around to his neighbor to the rear and tells his bit of information. The end purpose is to have the correct form used twenty-five times. The problem is deepseated at this age, and although it will disappear naturally with maturity, the teacher can hasten its disappearance.

PROBLEM: "brought" and "brang"

The teacher requests the class to think about something they received last Christmas. Digressing briefly into thoughts of Santa Claus and the story of his toy shop, the teacher then branches into round-the-class questioning.

Example:

TEACHER:	What did Santa bring you, Louise?
LOUISE:	He brang me a big doll.
TEACHER:	Oh, Santa brought (slight pause) you a doll. How nice.
JIMMY:	He bra-brought me a Erector set.
TEACHER:	An Erector set. My you must have liked that!
PROBLEM:	"him and me," "her and I"

The teacher gives the class one minute to converse with a neighbor across the aisle to determine what they both like. Each tells the class one of the things he likes.

TEACHER:	Donna, what did you and Sam decide?
DONNA:	He and I like chocolate ice cream.
TEACHER:	Sam, what else do you and Donna like?
SAM:	She and I like Zorro.

The exercises (as with most oral-aural exercises) should be repeated from time to time, since the problem is deep-rooted and not easily corrected.

PROBLEM:	"if I were"

Although this seems to be a rather mature structure, there is little reason why smaller children cannot learn it before "if I was" becomes habitual. Conceivable, imaginative work on this problem in the primary grades could eliminate completely the necessity to consider the subjunctive mood in the eleventh grade.

The teacher asks the children to imagine what they would like to be when they grow up. After they have done so, they should think what they would do in their adult roles to do something nice for others. Example--

TEACHER:	Mildred, what would you do if you were what you want to be?
MILDRED:	If I was a nurse, I'd. . .
TEACHER:	Oh, excuse me, Mildred. I forgot to tell you. Let's all start out by saying, "If I were. . ."
MILDRED:	If I were a nurse, I would help make people feel better.
TEACHER:	Fine. Now would you ask the question of Michael?
MILDRED:	Michael, what do you want to be?
MICHAEL:	An aviator.
MILDRED:	Well, what would you do if you were an aviator?
MICHAEL:	If I were an aviator, I would give people rides in my plane.

PROBLEM: "saw" and "seen"

The object here is to increase awareness of the correct form through thinking and hearing.

The children are seated in a circle with the teacher, who holds ten cards, each bearing the picture of a common object. One by one, the cards are displayed quickly to the class. Hands are raised; a child is called on. "What did you see, Tommy?" "I saw an apple." This continues until all cards are used.

Next, the teacher holds the cards, two at a time, in random order. (Example: orange, first; dog, second.) "Which did you see first and which did you see second?" (Hands are raised.) "Mary?" "I saw the orange first and then I saw the dog."

PROBLEM: "did" and "done"

The teacher, with the children in a circle, asks each one to think of something he or she did the day before with brother or sister or playmate. Example--

TEACHER: What did you do, Jimmy?
JIMMY: I went to the store.
TEACHER: When did you do it?
JIMMY: I did it yesterday.

PROBLEM: "bought" and "buyed"

The teacher requests each child, in turn, to think of something he or she bought recently. Example--

TEACHER: What did you buy, Jessie?
JESSIE: I bought some gum.
TEACHER: When did you buy it?
JESSIE: I bought it yesterday.

This process will yield seventy oral-aural exercises in a typical class during a brief period of time.

PROBLEM: "too"

Blow up two balloons - one to show <u>too</u> much, <u>too</u> little, <u>too</u> full and the second to show <u>too</u> meaning also.

PROBLEM: Agreement of subject and verb

Agreement of subject and verb seems to be a chief offender, yet it can become intelligible to children in grades two and three. Any normal seven-year-old can see how the subject you're talking about and the word that tells about it have to be both singular or both plural. He'll understand it better, of course, if he is introduced to it in a game.

Dramatizing sentences in class about subjects in the unit you are studying may be used for usage drills. If you're studying community helpers, for instance, write a number of both singular and plural subjects that are studied in the unit on tagboard strips in one place on the chalk tray: two policemen; four firemen in red hats; a tall handsome milkman; our jolly mailman; many grocers in aprons; a grocer wearing a broad smile; two polite garbage collectors; the captain of a shining boat; two sailors with a lonesome look. In another pile have cards containing singular forms of the verb to be, is, and was, and in a third pile the plural forms, are and were. Call three children as nearly matched in ability as possible to the front of the room. The first chooses a subject and reads it, then stands facing the class and holding the card at waistline height. The second finds the right verb for that subject, and the third adds orally enough words to make a good sentence. In an ordinary second or third grade, sentences such as "Four firemen in red hats were climbing up long ladders dragging a hose" will easily be made. Children get a real sentence sense from such dramatizations, and one hears far fewer incorrect expressions such as "they was." Some teachers prefer to play this game with four players; the first picks a simple one-word subject such as "milkmen"; the second provides an oral description of the subject "carrying a heavy crate"; the third supplies the verb "were," let's say; and the fourth furnishes more information about the predicate - perhaps "up the stairs." After one group finishes a sentence, another four are called up to make another sentence.

PROBLEM: "I couldn't hardly"

The teacher explains the exercise to the children. The first child turns and asks the one behind him, "Were you sleepy?" The next child responds, "I was so sleepy I could hardly keep my eyes open."

The teacher then places on the board seven words: tired, nervous, happy, angry, pleased, surprised, excited. Each child can then draw on any of the words in framing his question. Example--

FIRST CHILD: Billy, were you surprised?
SECOND CHILD: I was so surprised I would hardly tell what my name was.
THIRD CHILD: Alice, were you nervous?
FOURTH CHILD: I was so nervous I could hardly erase the board.

This may be too difficult for some classes. The teacher may prefer an alternate plan in which she asks everyone in the class a question and then gives him time to think. As each child's turn comes, the child would then respond to the question.

PROBLEM: "that was real good"

In ten years, this may become an accepted form, but at present it is classed as a colloquialism, not suited to educated speech or writing.

Emphasizing the acceptability of very over the form real, the teacher calls upon the pupils to recall something they have seen, tasted, touched, smelled, or heard (note the use of the five senses) that they enjoyed very much. The pupils answer as shown in the following--

TEACHER:	What did you see? (Asked generally.) Raise your hands if you saw something you'd like to tell. Mary?
MARY:	I saw a real cute dress at the store.
TEACHER:	That's nice. Mary saw a very (slight pause) cute dress. Anyone else?
HELEN:	I saw a very funny squirrel on the tree outside a little while ago.
TEACHER:	Oh, did you? Boys and girls, did you notice that Helen said she saw a very funny squirrel. This is what I was talking about before. We should always use very when we tell how much we like something.

PROBLEM: "is" and "are"

Usually the difficulty concerns the use of "is" with a plural subject. The teacher writes pairs of plural topics that often occur in children's conversation: compact cars - standard cars, wide-screen movies - regular movies, clear days - rainy days, new shoes - old shoes, westerns - mysteries, movies in theaters - movies on TV.

Each child in turn gives one sentence comparing the topics in whatever pair he chooses, using "is" or "are" in the comparison. Example--

LYNN:	Compact cars are cheaper than standard cars.
AL:	Compact cars are easier to park than standard cars.
BOB:	Compace cars are slower than standard cars.

PROBLEM: Using complete sentences

The teacher places six words on the board (all verbs): stop, walk, run, jump, read, save. Place the children in small groups. Pupils then build their own sentences orally, starting with one of the words as a quiet command, and adding words in each subsequent sentence. The object is to build as long a series as possible without producing a run-on sentence or failing to place a period. Five points are given for each sentence, but there is a ten-point penalty for each run-on sentence or omission of a period at the end of a sentence. The teacher reviews all sentences over seven words long. Example--

> Jump. - Jump high. - Jump very high. - She jumps very high. - She often jumps very high. - She jumps too high for me. - She often jumps too high for me. - Often she has jumped too high for me (Minus 10 points for omitting period) - Yesterday she jumped over the top of the sandbox. - The large brown and white cow jumped over the moon. - I can jump very high my sister can jump high too. (Minus 10). Total: 55 - 20 = 35.

PROBLEM: those things or them things

Teach a child that them is the hem; it comes at the end as a hem does. Never them things; just them.

PROBLEM: "hasn't got no"

The teacher retains for the purpose of the exercise the "got" form, which some authorities frown upon but which is necessary to attack the immediate problem.

The class is divided into two teams which follow down the rows in order. The first child says, "He (or she) hasn't got any _____." The first missing word should begin with the letter "a" ("She hasn't got any apples."); the second with the letter "b" (He hasn't got any baseball bats."); and so on through the alphabet. As soon as one side misses or takes too long (ten seconds time limit) the turn passes to the other side. The first side to go around, completely, wins.

PROBLEM: Its - It's

Use poem to teach -

> When writing "it's,"
> Try "it is"; if it fits
> Put an apostrophe
> And call it quits!

Act this out several times for further emphasis.

PROBLEM: "leave" and "let"

This problem can be resolved as a game involving the alphabet, knowledge of the noun, use of "leave" and "let." The class is divided in two and the game proceeds by rows until one side has finished. When a team errs, the turn goes to the other side. Example--

	Side I	Side II
1.	Let me see the apple.	Let me see the cherries.
2.	I'll leave it in the aisle.	I'll leave them in the box.
3.	Let me see the bun.	Let me see the doughnut.
4.	I'll leave it in the baker.	I'll leave it in the doghouse.
5.	Leave me see the cauliflower. (Error)	

Some stress should be placed on the appropriateness of the response (i.e., where the item will be left).

PROBLEM: Avoiding overworked words

The teacher calls upon the class to produce a group essay on a familiar topic, in this case softball in the playground. She selects and underlines certain phrases in the essay to work on and asks individuals to think for a few minutes of a more exciting and descriptive way of saying the same thing. Example--

> We like to play softball. We play games each morning from eight o'clock until the 8:25 bell rings. Some of the players are good. Some people like to watch. Some fellows can hit the ball a long way and can run fast. We're sure of having a nice time when we play.

After discussion of the underlined words, a second version of the essay is placed on the board and comparisons are made.

This practice is followed by a few minutes of writing on "I Like Television." The papers are exchanged with neighbors who are instructed to find two places where some improvement in wording could be made. (This can also be done in groups if the class is capable of it.)

PROBLEM: "lie" and "lay"

This problem can be handled first as a whole group and then in small groups of five or six.

The teacher or a student leader announces to the class that he has found a dollar bill. The purpose of the game is to find out by asking questions of him just where he found it. For each correct use of "lying," a player

receives one point; each time he identifies the spot, he receives five points and becomes the new "finder." Example--

LEADER: I found a quarter in this room. Gerry, where did I find it?
GERRY: Was it lying on the window-sill?
LEADER: No. Ann?
ANN: Was it lying on the teacher's desk?

PROBLEM: "gimme"

Played somewhat like the old game of "Geography," a game can be developed out of this problem stressing a form of "Give me" which must begin each request. The person making a request is told he can't be given the item, for it is in another place. The name of the place must begin with the last letter of the word requested.

The dialogue would proceed like this: "Give me a blotter." "I can't. It's in the round house." "Give me an elephant." "I can't. It's in the tool chest."

Oen point can be given for each correct use of "give me" and one point for following the rules of the game correctly.

PROBLEM: "he could have taken (took)"

The teacher sets the scène: a bear has broken into a store and needs something heavy to break a window that stands between him and freedom. The class is asked to determine what he might have taken to do so. The teacher has previously selected the item the bear eventually used.

Sample comments are: "He could have taken a can of pumpkin." "He didn't." "He could have taken a bag of flour."

If scoring is used, allow five points for guessing the correct item. The game might be played in groups.

PROBLEM: "he would have broken (broke)"

Problems of articulation (like "would'a") and usage are present in this problem.

The problem can be resolved as a "sides" game. The first side appoints a player who says, "If he (perhaps a dog) were in the china factory . . . " and leaves the sentence unfinished. The other team's defender must finish the statement, thus: ". . . he would have broken some crockery." He then begins, "If he were in the flower shop . . . " The other side's

representative would say, " . . . he would have broken a flower pot." The game continues until one side fails to finish the sentence.

PROBLEM: Using varied sentence patterns

The teacher places four words on the board: ball, window, desk, bird. With the class divided into two sides, the first side creates a sentence in which something happens to one of the objects listed, as in "He pushed the desk close to the door." The opponent's task is to turn the sentence around, placing the thing acted on ("desk") at the beginning of the sentence (subject position) and change the verb to a "was" construction. Side 2 then creates a sentence, with Side 1 inverting the structure. Example--

Side 1: The centerfielder hit the ball over the fence.
Side 2: The ball was hit over the fence by the centerfielder.
Side 2: The hunter standing in a deep field of wheat shot the rabbit.
Side 1: The rabbit was shot by the hunter who was standing in a deep field of wheat.

In the first stages, it would be best to have three persons on a side.

PROBLEM: "he don't," "he doesn't"

One child is sent out of the room while an object (pencil, eraser, glass case, or the like) is given to another child in the room. The first child returns to search for the object. He may look at each person in turn, but must speak to the person behind his "suspect." Example--

"does he have it?"
"No. He doesn't have it."
"Does she have it?"
"No, she doesn't have it."

Sides may be chosen if desirable and points given for each failure-to-find and a large number of points removed for each finding. The side receiving the smaller number of points wins the game.

PROBLEM: "non-standard usage"

Fifth and sixth graders enjoy cartooning usage problems. Practically any of the problems becomes an excellent subject for this procedure Following the actual drawing of these cartoons, children may want to explain their idea to class and devise methods for correct practice.

PROBLEM: Using a tape recorder and listening board

The child may choose from a number of titles in a box and speak into the microphone for a specified amount of time. Then let him listen to his speech several times and analyze his own usage errors.

This same method may be used when taping a panel discussion or small group discussions. However, do not subject any child to class analysis. He can usually spot his own errors at this point.

GRAMMATICAL TOUCHDOWN

(Active Group)

PURPOSE: To learn to detect non-standard dialect examples and change them to the standard English dialect

PLAYERS: Two teams, scorekeeper, and referee

MATERIALS: Chalk and chalkboard, a list of sentences containing examples of non-standard dialect

DIRECTIONS: Write on the board a number of sentences having examples that are more or less obvious, the degree of difficulty depending on the ability of the players. The referee hands a piece of chalk to the first player, who goes to the board, makes a change, and tells why he made it. If correct, he scores a point for his team. If a wrong answer is given, the referee pronounces his attempt a "fumble" and gives the chalk to a member of the other team who tries to correct the fumble.

The game continues until all sentences have been changed.

Example: John has went to town. (non-standard)
John has gone to town. (standard)

ADAPTATIONS: The game could be played with misspelled words or with "false" statements that relate to a current unit of study.

CAUTIONS: Before playing, demonstrate how a sentence can be changed.

EMPLOYMENT AGENCY

(Active Group)

PURPOSE: To provide oral practice in the use of auxiliary (helping words)

PLAYERS: A small group or a class

MATERIALS: Cards on which are written helping words - have, has, had, is, are, was, and were: another set of verb cards such as:

seen draw flown swim

DIRECTIONS: Choose seven children, each to hold a verb card. These

children are the "employers." Choose seven children to hold the helping word cards. Each child holding a verb card in turn will hold his word in front of the class and say, "do I need help? Does anyone want to help me?" If the word on the card needs a helping word, the pupils holding the helping words raise their cards. Choose another child from the class to use the verb and a helping word in a sentence.

ADAPTATIONS: (1) Children can make verb cards to be used in this game.
(2) Encourage children to use interesting sentences and a pleasant voice when giving sentences using the verbs and the helping words.

CAUTIONS: (1) Be sure the print is large enough so that words can be seen from the back of the room.
(2) All of the children who hold the helping word cards shold raise them if the verb requires one.

QUESTION BEE

PROBLEM: "isn't - aren't"

For practice on difficult words use a question-answer technique. If you are drilling on the words "isn't" and "aren't" a child gives a sentence using the word "isn't." The person who answers it must use the word "aren't," or it can be done in the reverse order. This calls for some thought. Example:

Isn't John coming?
No, he must stay home, for his friends aren't arriving until late.

Other word combinations usually needing drill are "sit, set"; "let, leave"; "teach, learn."

PROBLEM: "isn't there any," "aren"t there any"

This problem can be made into a fast-moving game. One person asks, "Aren't there any elephants in the room?" A second person responds as rapidly as possible with "Yes" or "No," depending on the desired, The class may name the objects in alphabetical order: viz., artichokes, billy clubs, copper pennies, dandelions, etc.

VERB HELPERS

(Partnership and Active Group)

PURPOSE: To give oral practice in the use of verb forms
PLAYERS: Group or class
MATERIALS: None

DIRECTIONS: One child stands and asks a question of another child who responds by using another form of the same verb. Example--

- "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a _____." Mary then asks a question of another child using the verbs saw and have seen, and the game continues.
- "I ate a pear. What have you eaten, Jerry?" Jerry answers the question by saying, "I have eaten a _____."

ADAPTATIONS:
(1) Use other verbs such as went and have gone, sang and have sung.
(2) By listing words on the board, special drill can be provided for difficult words such as lie-lay, set-sat, etc.
(3) It might be helpful to have the verbs listed on the board or on slips so the child can choose one. A sample question and answer could also be written on the board so children can understand the game.

CAUTIONS: This game is good for a few minutes' drill while waiting to leave the room for another activity, or for dismissal. It is more effective if used for only a short period of time.

VETO

(Active Group)

PURPOSE: To promote standard dialect usage

PLAYERS: Four to six

MATERIALS: Deck of forty-eight usage cards prepared by the teacher, pupils, or resource teacher. (The deck consists of twenty-four pairs of similar sentences. One word is underlined in each sentence. The pairs are lettered A, B, C, D, E, etc. Each pair consists of two cards illustrating one standard and one sub-standard usage.) Examples--

A. I seen John at the movie.
A. I saw John at the movie.

B. Henry done it.
B. Henry did it.

C. Leave me use the book.
C. Let me use the book.

D. I am real happy.
D. I am really happy.

E. He fell off of the roof.
E. He fell off the roof.

F. Sam can neither swim nor dive.
F. Sam can neither swim or dive.

G. Perry sings good.
G. Perry sings well.

DIRECTIONS: Players opposite each other are partners. All the cards are dealt. The dealer (Player A) draws a card from the hand of the player on his right. He then puts any pairs he has (one pair at a time) on the table in front of him. He must put the card with the standard usage on top of each pair so that the other players can see it. If he is in error, other players quickly say, "Veto." If his partner speaks first, Player A may correct his pair and keep it.

If an opposing player speaks first, that player gets to take Player A's incorrect pair. If a player vetoes incorrectly, he receives a one-point penalty.

Next, the player to the left of Player A draws a card from Player A. The games continues in this manner with each player in turn drawing a card from the hand of the player on his right. When one player has put all his cards on the table, the game is over. Each partnership receives one point for each pair they have played. Penalties are subtracted from pair points. The couple with the most points wins.

ADAPTATIONS: None

CAUTIONS: A key showing the standard usages will be necessary if the teacher is not available for making judgments and answering questions. Cards may be replaced during the year so that other non-standard usages can by emphasized.

AIM: Comparison of dialects found in the United States

ACTIVITIES:

1. Secure a regional dialect map. They can be found in recent editions of language books. Using this map, discuss the major dialects of our country.

2. Using tapes and records of the speech of famous Americans, such as recent presidents or political candidates, listen for the differences in dialect.

3. Listen to news broadcasters and lead students to an awareness of their standard language and the wide acceptability of it.

4. Listen to television and movie personalities who have distinctive dialects. Identify the region represented by each dialect and the characteristics of that dialect. Practice imitating the dialect heard and switching from one dialect to another.

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